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Creativity and Making in Early Childhood
Challenging Practitioner Perspectives
Mona Sakr, Middlesex University, UK; Roberto Federici; Nichola Hall, St Raphael’s Catholic Primary School, UK; Bindu Trivedy & Laura O’Brien

“This energetic and engaging text offers practitioners new ways forward. Infused by research which is shared in an accessible manner, it is packed with rich examples of children playfully making and creating. It will not only prompt reflection and deeper understanding of children’s creative identities, it will also help shape future practice. An inspiring read.” Teresa Cremin, Professor, The Open University, UK

UK August 2018 • US August 2018 • 200 pages • 30 bw illus
PB 9781350030305 • £22.99 / $33.95 • HB 9781350030312 • £70.00 / $94.00
Individual eBook 978135003118
Library eBook 978135003125
Bloomsbury Academic

Digital Technologies in Early Childhood Art
Enabling Playful Experiences
Mona Sakr, Middlesex University, UK

“Sakr’s detailed case studies are not only thoroughly grounded in an appreciation of classroom practice and a knowledge of the academic literature but challenge both in ways that require reevaluation.” Paul Duncum, Professor of Art Education, University of Illinois Champaign, USA

As digital technologies become increasingly prevalent in the lives of young children, there is a pressing need to understand how they shape important experiences in early childhood. Sakr shows what can be done by practitioners, parents and designers to enable children to adopt playful and creative practices in their interactions with digital technologies.

UK July 2018 • US July 2018 • 240 pages • 30 bw illus
PB 9781350075087 • £28.99 / $39.95
Previously published in HB 9781472971982
Individual eBook 9781472971982
Library eBook 9781472971999
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Kindergarten Narratives on Froebelian Education
Transnational Investigations
Edited by Helen May, University of Otago, New Zealand, Kristen Nawrotzki, University of Education in Heidelberg, Germany & Larry Prochner, University of Alberta, Canada

Showcases the latest scholarship and historical understandings concerning the casting of the kindergarten idea across cultures, continents and centuries. Contributors reveal previously unknown narratives of intrepid endeavours, political pragmatism and pedagogical innovation that provide insight into the transformation of Froebel’s ideas on early education into a global phenomenon. Historical examples of Froebelian education are taken from The Netherlands, New Zealand, Japan, Sweden, the UK and the USA.

UK May 2018 • US May 2018 • 224 pages • 21 bw illus
PB 9781350066930 • £28.99 / $39.95
Previously published in HB 9781472954458
Individual eBook 9781472954434
Library eBook 9781472954427
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Understanding Schematic Learning at Two
Julie Brierley, University of Hull, UK & Cathy Nutbrown, University of Sheffield, UK

“Supporting toddlers’ schematic learning challenges adults to be knowledgeable about schema theory and attuned to toddlers’ sense of agency and motivations that drive play. This new book explores these aspects, and analyses rich examples of young children’s schematic explorations to highlight toddlers as intentional meaning-makers of the world around them.” Maria Cooper, Lecturer, The University of Auckland, New Zealand

UK September 2018 • US September 2018 • 208 pages • 30 bw illus
PB 9781350085828 • £28.99 / $39.95
Previously published in HB 9781472957541
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Understanding Children’s Behaviour
Learning to be with others in the Early Years
Penny Tassoni

In this accessible book, leading childcare expert, author and trainer Penny Tassoni explores how practitioners can help children navigate the complexities of social behaviour and support the development of self-regulation, communication and empathy. Understanding Children’s Behaviour uses a combination of theory, practice and reflection to show how, over time, children can learn to be with others. A practical A-Z problem-solving section is perfect for trainee teachers or those already in the classroom who want to learn more about how to deal with unwanted behaviours.

UK September 2018 • 144 pages
PB 9781472535979 • £19.99
Individual eBook 9781472535962
Library eBook 9781472535955
Series: Supporting Development in the Early Years Foundation Stage • Featherstone

A Sense of Place: Outdoor Mindfulness in the Early Years
Annie Davy

Children’s early attachments are not just to their caregivers and teachers but also to ‘place’ – their environment and community. This book supports the wellbeing and learning journeys of children and their teachers by introducing the reader to mindfulness practices, with a focus on learning outdoors and connecting with nature. The book is packed with practical activities, reflective questions, case studies and illustrated with beautiful full-colour photographs to help practitioners understand the value of earth-mindedness and ecological literacy and to put this into practice in their settings.

UK February 2019 • 128 pages
PB 9781472953650 • £19.99
Individual eBook 9781472953650
Library eBook 9781472953667
Featherstone
Reimagining Childhood Studies
Edited by Spyros Spyrou, European University Cyprus, Cyprus, Rachel Rosen, UCL Institute of Education, University College London, UK, & Daniel Thomas Cook, Rutgers University, USA
This book incites and provides a forum for dialogue and debate about the direction and impetus for critical and global approaches to social-cultural studies of children and their childhoods. Set against the backdrop of a quarter century of research and theorising arising out of the “new” social studies of childhood, the contributions strive to extend the conceptual reach of the work being undertaken in the dynamic field of childhood studies in the 21st century.

UK December 2019 • US December 2019 • 272 pages • 12 illus
PB 9781350019218 • £24.99 / $33.95 • HB 9781350019225 • £75.00 / $102.00
Individual eBook 9781350019232
Library eBook 9781350019249
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Literacy, Media, Technology
Past, Present and Future
Edited by Becky Parry, University of Nottingham, UK, Cathy Burnett, Sheffield Hallam University, UK, & Guy Merchant, Sheffield Hallam University, UK
This book explores the developments and intersections between literacy, media and technology in relation to the past, examining current definitions and classroom practices and looking towards the future, establishing a strong argument for curriculum reform.

UK June 2018 • US June 2018 • 272 pages • 7 bw illus
PB 9781350053030 • £28.99 / $35.95
Previously published in HB 9781474257992
Individual eBook 9781474258012
Library eBook 9781474258005
Bloomsbury Academic

Children’s Transitions in Everyday Life and Institutions
Edited by Mariane Hedegaard, University of Copenhagen, Denmark & Marilyn Fleer, Monash University, Australia
Written by a team of international contributors and featuring case studies from a range of educational settings in Australia, Denmark, Spain, Sweden, and the USA, this edited book is the first in the field of early childhood and youth studies to draw on Vygotsky's cultural-historical theory to give insights into transitions in childhood, what they are and how they are differently experienced. Children’s Transitions in Everyday Life and Institutions reflects on the best ways to engage children so that they may emerge as competent actors in their new settings and transition well.

UK January 2019 • US January 2019 • 272 pages • 20 bw illus
PB 9781350021457 • £19.99 / $22.00
Individual eBook 9781350021440
Library eBook 9781350021427
Series: Transitions in Childhood and Youth • Bloomsbury Academic

Feminist Thought in Childhood Research
Series Editors: Jayne Osgood, Middlesex University, UK & Veronica Pacini-Ketchabaw, University of Western Ontario, Canada
This boundary-pushing series explores the use of creative, experimental, new materialist and posthumanist research methodologies within childhood studies, providing lived examples of feminist research praxis and politics in this area.

Feminist Research for 21st-Century Childhoods
Common Worlds Methods
Edited by B. Denise Hodgens, University of Victoria, Canada
This book is a collection of accounts from field research with early childhood educators, young children and educators that explores the challenges, tensions, and possibilities of feminist postqualitative research methods for childhood studies in the 21st century. Grounded in postfoundational perspectives, each chapter provides an example of doing feminist postqualitative research with children and educators, and presents some of the questions and potential that can emerge through the process. The contributing authors engage in their inquiries as complicit and entangled, rather than as distanced innocent observers.

UK March 2019 • US March 2019 • 256 pages
HB 9781350053572 • £60.00 / $122.00
Individual eBook 9781350053565
Library eBook 9781350053558
Series: Feminist Thought in Childhood Research • Bloomsbury Academic

Feminists Researching Gendered Childhoods
Generative Entanglements
Edited by Jayne Osgood, Middlesex University, UK & Kerry H. Robinson, Western Sydney University, Australia
Feminists Researching Gendered Childhoods charts the evolving nature of feminist theorizing and research methods in childhood studies and the generative potential it has for how researchers, academics and educators are continually encouraged to reconfigure childhood and gender. The book traces the threads of affect and effect that feminist theory and methodologies have made over time to thinking more, and differently, about gender in childhood.

UK February 2019 • US February 2019 • 208 pages
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Reflective Teaching in Schools
Andrew Pollard, UCL Institute of Education, University College London, UK, and the University of Bristol, UK, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, University of Leicester, UK, Steve Higgins, Durham University, UK, Mary James, Holly Linklater, University of Edinburgh, UK, Sue Snaith, University of Cambridge, UK, Mandy Swann, Mark Winterbottom & Mary Anne Wolpert, University of Cambridge, UK
For trainee and practising teachers in all primary or secondary settings, this combines evidence-based principles with practical advice and examples to help you get to grips with the realities of the classroom. Andrew Pollard leads the expert team. New to this edition are Lesson Study Cases, Toolkit Evidence Summaries, and plenty of new Reflective Activities and guidance on Key Readings in each chapter. The rich supporting website includes new 'talking heads' videos.

UK November 2018 • US January 2019 • 592 pages • 45 bw illus
PB 9781350032934 • £27.99 / $37.95 • HB 9781350032927 • £85.00 / $114.00
Individual eBook 9781350032941
Library eBook 9781350032941
Series: Reflective Teaching • Bloomsbury Academic

Relationships and Sex Education 3–11
Sasha Mason, Bishop Grosseteste University, UK & Richard Woolley, University of Worcester, UK
This book provides clear strategies to support children's questions about growing up, relationships and sex so that they are enabled to develop positive and confident views about themselves and those around them. It considers how to help children deal with a wide range of relationship issues including platonic friendships, developing self-respect and respect for others and enabling personal choice and safety. It suggests ways of helping children to begin to explore the social, emotional and physical changes that occur as they grow and mature. Distinctively, it underpins this with research into teacher approaches about teaching the subject and children's experience of its delivery.

UK March 2019 • US March 2019 • 256 pages
PB 9781350080713 • £24.99 / $33.95 • HB 9781350080720 • £75.00 / $102.00
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Mastering Primary Teaching
Series Editors: Judith Roden, Canterbury Christ Church University, UK & James Archer, Leeds Beckett University, UK
This series looks at the core principles underpinning each of the primary National Curriculum subjects, helping student teachers to 'master' them and to plan and teach inspiring lessons in each. With three new books here joining six already published, the series will cover all 12 subjects by Autumn 2019:
- Art and Design (forthcoming)
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- Design and Technology
- English
- Geography
- History
- Languages
- Mathematics (forthcoming)
- Music
- Physical Education
- Religious Education
- Science
These books offer full introductions to their subjects by covering the following topics within each subject area: current developments, making the subject irresistible, supporting practical activity, skills development, promoting curiosity and assessment. Each book follows the same sequence of chapters, ideal for using multiple books on a course and for cross-referencing between different subjects and topics.

Mastering Primary Religious Education
Maria James, St Mary's University, UK & Julian Stern, York St John University, UK
UK March 2019 • US March 2019 • 176 pages • 80 bw illus
PB 9781474296984 • £19.99 / $26.95
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Anthony Barlow, University of Roehampton, UK & Sarah Whitehouse, University of the West of England, UK
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HB 9781474295505 • £65.00 / $88.00
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Series: Mastering Primary Teaching • Bloomsbury Academic

Mastering Primary History
Karin Doul, University of Roehampton, UK, Christopher Russell, Edge Hill University, UK & Alison Hales, University of Greenwich, UK
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PB 9781474295552 • £19.99 / $26.95
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Series: Mastering Primary Teaching • Bloomsbury Academic

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Look out for the exclamation mark icon in this catalogue for books particularly suited to courses.
MasterClass in Science Education
Transforming Teaching and Learning
Keith S. Taber, University of Cambridge, UK

MasterClass in Science Education shows how the science teacher becomes a master teacher by developing and adopting the habits and mind-set of a teacher-as-scientist. In Part 1 the three pillars of the teacher-as-scientist are introduced: subject knowledge, pedagogic knowledge, and classroom research. Part 2 focuses on a range of issues facing teaching science. First, three tricky topics in the secondary science curriculum are explored. Next, strategies for teaching the nature of scientific knowledge, making practical work effective and challenging gifted young scientists are considered. This is essential reading for all studying the teaching and learning of science at postgraduate level.

Live Well, Teach Well: A practical approach to wellbeing that works
Abigail Mann

In order to secure the best possible outcomes for their pupils, it is crucial for teachers to take care of their own mental and physical wellbeing. Teacher-Safety advocate Abigail Mann offers practical ideas, guidance and quick activities that teachers can use on a daily basis to support their mindfulness and wellbeing. This is an essential book for every teacher, particularly those new to the profession, to find out how to work smarter, achieve work-life balance, and feel mentally and physically prepared to teach.

A Manifesto for Excellence in Schools
Rob Carpenter

This book is for teachers at all career stages who want to transform learning journeys – individual and whole-school – so that their school is inclusive and supportive, creating the best education for all. Framed around the context of ever-increasing expectations for pupils and the growing focus on learning mastery, Rob Carpenter presents practical advice and examples of good practice, along with resources and ideas to plan and deliver high-quality learning experiences. With a balance of advice, research and anecdotes, this book will help new and experienced teachers alike to become architects for learning – designing classrooms, curricula and whole-school practices that are inclusive, engaging and, above all, excellent.

Teaching for Mastery in Writing
Mike Cain

Mike Cain firmly believes that pretty much everyone can become an outstanding writer and this book sets out his vision for making that a reality in primary schools today. He clearly describes the learning steps (feedback, skills, talk and thought, engagement, practice) for developing writing skills and shows how these can be implemented in the classroom. With a foreword by Frank Cottrell-Boyce, this inspirational book will help all primary trainees take children on a mastery learning journey to be becoming confident, imaginative writers.

Wellbeing in the Primary Classroom
A practical guide to teaching happiness
Adrian Bethune

Experienced teacher and advisor on children’s wellbeing, Adrian Bethune, explains the latest evidence and research from the psychology of happiness, and makes this applicable and accessible for primary teachers of all levels of experience. Wellbeing in the Primary Classroom provides tried-and-tested activities and techniques from incorporating mindfulness into the school day to developing a culture of positivity and kindness. With a foreword by Sir Anthony Seldon, former master of Wellington College, this is an essential guide to supporting children’s emotional and mental health and wellbeing.

Education Policy, Practice and the Professional
Jane Bates, Manchester Metropolitan University, UK, Sue Lewis & Andy Pickard, Manchester Metropolitan University, UK

This new edition now includes:
- An account of the measures taken by the Coalition Government of 2010-15.
- Updated references and case studies throughout to represent new research and legislation.
- An extended discussion of globalization and global ‘policy borrowing’.
- Further coverage of social justice theory.
- A new historical chapter covering the period 1945 to 1997.
- A summary of the development of the curriculum and a critique of the 2014 National curriculum.
- A new conclusion setting out the trajectory of current policies and how this may affect educational practitioners.

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The Bloomsbury Handbook of Popular Music Education
Perspectives and Practices
Edited by Zack Moir, Edinburgh Napier University, UK and the University of the Highlands and Islands, UK, Bryan Powell, Montclair State University, USA & Gareth Dylan Smith, New York University, USA

This book draws together engaging and current thinking on the subject of popular music education from practical, empirical, ethnographic, sociological and philosophical perspectives. It explores innovative ways in which a wide variety of international music educators approach popular music education helping to inform practice centered on “outside” and “other” learning as well as providing insight into the myriad ways in which popular music education is developed and implemented.

Accent and Teacher Identity in Britain
Linguistic Favouritism and Imposed Identities
Alex Baratta, University of Manchester, UK

"This refreshing book raises some fundamental issues: the crucial importance of sociolinguistic reflexivity in teacher training, and the delicate play of accent inequalities affecting not just learners but teachers as well. Baratta breaks new ground by bringing them up as relevant topics for debate."
Jan Blommaert, Tilburg University, The Netherlands

Baratta investigates the notion of linguistic power and the intersection between the personal and professional linguistic identities, notably for those who are made to feel that their accent is not 'appropriate' for the teaching profession, and the impact of being forced to take on a different identity.

Policy, Belief and Practice in the Secondary English Classroom
A Case Study Approach from Canada, England and Scotland
Bethan Marshall, King's College London, UK, Simon Gibbons, King's College London, UK, Louise Hayward, University of Glasgow, UK & Ernest Spencer, University of Glasgow, UK

Each country covered has had different degrees of state involvement within the secondary English curriculum over the last twenty years. Through classroom observation and interviews with teachers the authors explore the impact of state involvement on the reality of what happens in secondary English classrooms. This book invites readers to consider the applicability of the findings to their own contexts and practice, to consider the nature of the relationships between policy, personal belief and practice.

The Struggle for Teacher Education
International Perspectives on Governance and Reforms
Edited by Tom Are Tripestad, Western Norway University of Applied Sciences (HVL), Norway, Anja Swennes, VU University Amsterdam, The Netherlands & Tobias Werler, Western Norway University of Applied Sciences (HVL), Norway

"The book is accessible, well referenced and provides an insightful overview of global teacher education reforms." Journal of Education for Teaching

Bringing together conceptual, comparative and empirical studies from Australia, Chile, England, Finland, Netherlands, Norway and South Africa, the contributors discuss how teacher education is a contested division in higher education and look at how current reform efforts may limit the potential and work of teacher education, highlighting why this point needs more attention.

Knowledge, Policy and Practice in Teacher Education
A Cross-National Study
Edited by Maria Teresa Tattoli, Mary Lou Fulton Teachers College, Arizona State University, USA & Ian Menter, University of Oxford, UK

Looking at societies including the Czech Republic, Finland, Ireland, Japan, Korea, Mexico, Russia, Slovakia, the UK, and the USA, this volume explores international variability in different conceptions of knowledge in the context of learning to teach and explores the ways national and international influences interact in the developing trajectories of teacher education policy and practice. The editors synthesize and compare country findings beginning with conceptions of learning to teach, and what counts as evidence when considering what knowledge is considered important for teachers to have.
Cherishing and the Good Life of Learning
Ethics, Education, Upbringing
Ruth Cigman, UCL Institute of Education, University College London, UK

“AT a time when ‘caring’ has become the name of an activity, with no emotional content, it is useful to have the concept of cherishing introduced, as that which should define the relation between teacher and pupil … Ruth Cigman powerfully and often movingly argues that nothing less will do. Her book … is highly original, in being centred on the ‘conversation’ which she regards as the essence of teaching.”
Baroness Mary Warnock, philosopher and author of An Intelligent Person’s Guide to Ethics

Politics and Pedagogy in the “Post-Truth” Era
Insurgent Philosophy and Praxis
Derek R. Ford, DePauw University, USA

Politics and Pedagogy in the “Post-Truth” Era is the first book to address the intersection of education and politics in the “post-truth” era. In doing so, it also weighs in on a number of political and educational debates, and offers a weighty critique of the field of “critical education.” At heart is the contention that political education is not only about epistemology – that is, about having the correct interpretation of things – but more importantly about imagination, affective intensification, and organization.

Problems in Philosophy of Education
A Systematic Approach
James Scott Johnston, Memorial University of Newfoundland, Canada

Problems in Philosophy of Education canvases several of the leading issues in philosophy of education. These include the disconnect between the disciplines of philosophy and philosophy of education, the strained relationship between educational practice and philosophy of education, the role of educational research in philosophy of education, and the lack of an independent scholarship for philosophy of education. James Scott Johnston argues for a philosophy of education separate and distinct from both the disciplines of philosophy and education and claims that philosophy of education should raise and address its own questions and concerns.

Sustainable School Leadership
Portraits of Individuality
Mike Bottery, University of Hull, UK, Wong Ping-Man, University of Macau, China & George Ngai, Education University of Hong Kong, China

“This through the development of portraits of school leaders in the UK and Hong Kong, the authors reveal the wicked problems of sustainability.” Patricia A.L. Ehrensal, Cabrini University, USA

System Leadership
Policy and Practice in the English Schools System
Susan Cousin, UCL Institute of Education, University College London, UK

Susan Cousin explores the theoretical governance and policy perspective of system leadership. She captures rich narratives from the lived experience of several system leaders and those they worked with over these years to show the daily realities of the challenges they faced. Drawing on this data, she presents a model for how system leadership can inform the decisions made by current and future system leaders, and those who make policy. She also explores current and future risks and challenges.
Global City School Leaders
The Social and Education Policy Influencing the New Generation of Leaders
Karen Edge, UCL Institute of Education, University College London, UK
Global City School Leaders provides an innovative approach to understanding the policy and practice of urban educational leadership. Building on a generational, global city, and educational leadership theory, the book draws on evidence from a three-year study of under-40-year-olds (Generation X) principals and vice-principals in London, New York City, and Toronto. Karen Edge sets out a detailed strategy for developing rich profiles of the policy and practice realities of school leaders. The book concludes with several recommendations for policy and practice.

UK September 2019 • 216 pages + 7 bw illus
ISBN 9781350024601 • £90.00 / $127.00
Individual eBook 9781350024663
Library eBook 9781350024632
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How to be an Outstanding Primary Middle Leader
Zoë Paramour
A compendium of advice, research, anecdotes and tips, this book demonstrates how primary middle leaders can excel in this demanding role, without compromising their mental and physical health. Award-winning blogger Zoë Paramour offers practical solutions to challenges middle leaders are likely to encounter while leading a subject, phase or any other whole-school responsibility. How to be an Outstanding Primary Middle Leader is an accessible must-read for school leadership students as well as teachers looking to reflect on their practice and maximise their impact.

UK November 2018 • 144 pages
ISBN 9781472951854
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Library eBook 9781472951878
Series: Outstanding Teaching • Bloomsbury Education

Leading on Pastoral Care
A Guide to Improving Outcomes for Every Student
Daniel Sobel
Written by a leading expert in the field of inclusion, this book covers all the most challenging aspects of providing effective pastoral care. Daniel Sobel draws on research and theory, as well as his experience of leading a team that has worked with over 1,000 schools on this issue, to present strategies, tools and tips to support the welfare of and improve outcomes for the most vulnerable students. This is essential reading for those studying school leadership as well as practicing school leaders and SENCOs who wish to provide the best possible pastoral care for their students.

UK January 2019 • 208 pages
ISBN 9781472958440 • £19.99
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Ten Traits of Resilience
Achieving Positivity and Purpose in School Leadership
James Hilton
James Hilton explores ten traits of resilience and explores how school leaders can embed these traits into their own practice and into their school to create a climate of resilience in every classroom. Guidance, tips and reflective questions enable all current and aspiring school leaders to evaluate and improve their current practice, and there are perspectives from a number of education leadership experts, including Ross Morrison McGill and Viv Grant. This book demonstrates how school leaders can build an environment in which they and their staff can manage stress, cope with change and take a confident, optimistic approach to teaching.

UK October 2018 • 208 pages
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Bloomboury CPD Library
Series Editor: Sarah Findlater
This series provides leadership students, as well as trainees and teachers at all career stages, with the knowledge and skills needed to excel in positions of leadership within schools and to lead professional development in a range of key areas.

Bloomboury CPD Library: Raising Attainment in the Primary Classroom
Sonia Blandford, UCL Institute of Education, University College London, UK & Catherine Knowles
A complete guide for trainee and practicing primary teachers to assess, plan and excel in raising the attainment of every child. Written by leading experts from the UCL Institute of Education and the University of Warwick, this book explores the theory underpinning aspiration, access and achievement and what teachers and schools can do practically to close the achievement gap for children from a socio-economic disadvantaged background. With planning tips for over 20 hours of professional development sessions, this book equips teachers to ensure every child in school has the opportunity to fulfil their potential.

UK November 2018 • 272 pages
ISBN 9781472953004 • £22.99
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Series: Bloomboury CPD Library • Bloomsbury Education

Bloomboury CPD Library: Senior Leadership
Jan Tait
Experienced senior leader Jan Tait provides a definitive guide to the skills and knowledge required to be a senior leader in a primary or secondary school. ‘Bloomboury CPD Library: Senior Leadership’ offers advice on everything from applying for a senior leadership role to developing a vision for school improvement, leading change from the front, and recruiting and retaining staff. With training plans for over 20 hours of professional development sessions, this book is also a cost-effective solution for practicing school leaders looking to support colleagues in their career development and ensure best practice across a senior leadership team.

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Pedagogy, Politics and Philosophy of Peace
Interrogating Peace and Peacemaking
Edited by Carmel Borg, University of Malta, Malta & Michael Grech, University of Malta, Malta

“*This collection of essays offers an insightful multi-layered and multi-disciplinary theoretical reflection on the nature and meaning of peace and peace education as a critical moral imperative. In doing so, the collection makes a significant contribution to the philosophy of critical peace education.*” Dale T. Snauwaert, Professor of Philosophy of Education, University of Toledo, USA

Critical Human Rights, Citizenship, and Democracy Education
Entanglements and Regenerations
Edited by Michalinos Zembylas, Open University of Cyprus, Cyprus & André Keet, Nelson Mandela University, South Africa

Contributors from Canada, Cyprus, Ireland, South Africa, Sweden, the UK and the USA cultivate a critical view of human rights, democracy and citizenship, highlighting groundbreaking case studies that redefine the purposes and approaches in education for a better configuration with the justice-oriented objectives of human rights, democracy and citizenship education.

Civics and Citizenship Education in Australia
Challenges, Practices and International Perspectives
Edited by Andrew Peterson, University of South Australia, Australia & Libby Tudball, Monash University, Australia

Leading scholars explore a range of issues, including how the civics and citizenship education might include indigenous, global and Asian perspectives, and how it may help students to engage with issues around sustainability, active citizenship, diversity and religion. Contributions from England, the USA, Canada, Hong Kong and Singapore situate Australian civics and citizenship education in the wider context.

Geography of Education
Scale, Space and Location in the Study of Education
Colin Brock, University of Durham, UK

“*Geography of Education is an important book [...][Brock] is the first to draw together the considerable range of geographical dimensions of and insights into education... It is a key source to promote future research in geographies of education.*” Review of International Geographical Education Online

Political Economy of Adult Learning Systems
Comparative Study of Strategies, Policies and Constraints
Richard Desjardins, University of California, Los Angeles, USA

Based on comparative adult education statistics offered by the Organisation for Economic Co-operation and Development (OECD) Survey of Adult Skills (PIAAC) and country case studies, this book analyses the policies and structures that foster adult learning. It examines a variety of forms of adult learning, ranging from initial forms of post-compulsory education, to firm training, compensatory adult education and learning for civic and leisure oriented purposes.

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Citizenship Education in Conflict-affected Areas
Lebanon and Beyond
Bassel Akar, Notre Dame University Louaize, Lebanon
This book examines the practices of learning and teaching citizenship in Lebanon, and explores the implications of the research findings to other sites affected by conflict. Bassel Akar analyses rich empirical data, such as semi-structured interviews with teachers and open-ended survey packs with children in classrooms, which reveal conflicts in notions of citizenship and pedagogical approaches. Examining how individual conceptualizations of citizenship influence approaches to learning and teaching, the author argues that learning citizenship in schools can undermine aims of democratic participation, dialogue and critical thinking.

Education and Disability in the Global South
New Perspectives from Africa and Asia
Edited by Nidhi Singal, University of Cambridge, UK, Paul Lynch, University of Birmingham, UK & Shruti Taneja Johansson, University of Gothenburg, Sweden
Education and Disability in the Global South brings together new and established researchers from a variety of disciplines to explore the complexities and dilemmas encountered in providing education to children and young people with disabilities in countries in South Asia and Africa. Applying a range of methodological, theoretical and conceptual frameworks across different levels of education systems, from pre-school to higher education, the contributors examine not just the barriers but also the opportunities within the educational systems, in order to make strong policy recommendations.

Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education
Edited by Mary Drinkwater, OISE, Canada, Fazal Rizvi, University of Melbourne, Australia & Karen Edge, UCL Institute of Education, University College London, UK
The contributors and editors argue that in an era of globalization, collaborative investigations are crucial for developing an understanding of rights, democracy and peace that is transnationally inflected, and through which national systems of education hold each other accountable.

Understanding School Segregation
Patterns, Causes and Consequences of Spatial Inequalities in Education
Edited by Xavier Bonal, Universitat Autònoma de Barcelona (UAB), Spain & Cristián Bellei, University of Chile, Chile
Exploring school segregation patterns in Argentina, Belgium, Brazil, Chile, England, France, Peru, Spain, Sweden and the USA, this volume provides an overview of the main characteristics and causes of school segregation, as well as its consequences for issues such as education inequalities, students’ performance, social cohesion and intercultural contact.

Digital Governance of Education
Technology, Standards and Europeanization of Education
Paolo Landri, National Research Council, Italy
Digital Governance of Education explores the multiple ways in which digital technologies are changing the experience of education. With much of the contemporary education practice either taking place or being documented digitally, a huge amount of data is constantly being collected and analysed to give sophisticated and up-to-date accounts of education practice in contemporary societies. Such ‘datafication’ of education, mediated through technology, gives rise to what the author defines as “digital governance” of education – a transnational network of databases, codes, data analytics software and digital technology experts that increasingly affects how national education systems are organized and managed.
Higher Education Research
The Developing Field
Malcolm Tight, Lancaster University, UK

Higher Education Research offers an overview of what we have learnt through researching different aspects of higher education, as participation in higher education has expanded and concern over delivering it effectively has increased. It discusses the work of key researchers, and explores the varied use of methodologies, theoretical frameworks and research designs. It also identifies topics and areas where further research is needed.

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Hope, Utopia and Creativity in
Higher Education
Pedagogical Tactics for Alternative Futures
Craig A. Hammond, Liverpool John Moores University, UK

“Hammond's a seriously scholarly treatise for serious times. Theory is deeply rooted in accounts of day-to-day teaching and learning involving students exposed to progressive pedagogical principles deriving from Bloch, Barthes and Bachelard. It refuses education's neoliberal Brave New World by promoting a compellingly militant and utopian vision of democratic and creative education in action.” Joel Petrie, The City of Liverpool College, UK

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Perspectives on Leadership in Higher Education
Series Editors: Tanya Fitzgerald, La Trobe University, Australia & Jon Nixon, The Education University of Hong Kong, Hong Kong

Perspectives on Leadership in Higher Education provides a forum for distinctive and sometimes divergent ideas on what intellectual leadership means in the context of higher education as it develops within the 21st century.

Cosmopolitan Perspectives on Academic Leadership in Higher Education
Edited by Feng Su, Liverpool Hope University, UK & Margaret Wood, York St John University, UK

“In a time when corporate agendas and approaches to leadership are becoming the new ‘common-sense’ in higher education, we definitely need the voices of alternatives. [This book] gives voice to the spaces where these more ethically and socially committed alternatives can and will grow.” Michael W. Apple, University of Wisconsin, Madison, USA

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Exploring Consensual Leadership in Higher Education
Co-operation, Collaboration and Partnership
Edited by Lynne Gornall & Brychan Thomas, University of South Wales, UK & Lucy Sweetman, Bath Spa University, UK

The premise of this book is that the nature of academic work is both creative and consensual. Higher education relationships are at their most effective when rooted in partnership, teamwork, collaboration and collegiality. The contributors offer a range of alternative perspectives on leadership, reflecting the diverse forms and ways of working practised in different national higher educational contexts and cultural settings.

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Leadership for Sustainability in Higher Education
Janet Haddock-Fraser, Manchester Metropolitan University, UK, Peter Rands, Canterbury Christ Church University, UK & Stephen Scoffham, Canterbury Christ Church University, UK

“An invaluable contribution to the field of leadership in higher education. I have not previously encountered such a thoroughly-presented examination of the connections between appropriate theory on sustainability and on leadership, seen through the lens of higher education institutions and their practices.” Paul Gentle, Academic Director, Involve Good Ltd and Associate, Leadership Foundation for Higher Education, UK

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Leadership in Higher Education from a Transrelational Perspective
Christopher M. Branson, Australian Catholic University, Australia, Maureen Marra, inLeadership, New Zealand, Margaret Franken, University of Waikato, New Zealand & Dawn Penney, Edith Cowan University and Monash University, Australia

“Ercative, clear and compelling revelation of the kind of leadership contemporary higher education needs, and how to make it work.” Hamish Coates, Professor, Tsinghua University Beijing, China

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Mapping Frontier Research in the Humanities
Edited by Claus Emmeche, University of Copenhagen, Denmark, David Budtz Pedersen, University of Copenhagen, Denmark & Frederik Stjernfelt, University of Copenhagen, Denmark
"[This book] tackles a central irony of contemporary academic culture: the humanities, dismissed as marginal or irrelevant, are increasingly central to understanding the role of science and technology in our lives. Its empirical approach to mapping the current state and possible futures of humanistic knowledge may unsettle humanists, which is all to the good." Robert Frodeman, University of North Texas, USA

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Learning Architectures in Higher Education
Beyond Communities of Practice
Jonathan Tummons, Durham University, UK
"A valuable text for academics and Higher Education researchers interested in utilizing communities of practice theory within their research." Jennifer Leigh, University of Kent, UK

Tummons looks at how communities of practice theory needs to be reconfigured then applies his critically and theoretically reworked perspective to two distinct higher education contexts, providing critical and powerful tools for examining learning and teaching practices.

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Building Research Design in Education
Theoretically Informed Advanced Methods
Edited by Lorna Hamilton & John Ravenscroft, University of Edinburgh, UK
This book provides insights into the ways in which foundational knowledge of research and research processes can be applied in order to build rigorous research designs. This text will enable advanced students to make informed choices about their design, bearing in mind the complex ideas and theoretical framing needed to underpin it. Chapters include learning activities, case examples of international research, essential and further advanced reading, and additional online resources.

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Academics’ International Teaching Journeys: Personal Narratives of Transitions in Higher Education
Edited by Anesa Hosein, University of Surrey, UK, Namrata Rao, Liverpool Hope University, UK, Chloe Shu-Hua Yeh, Bath Spa University, UK & Ian M. Kinchin, University of Surrey, UK
"A brilliant collection of theoretically grounded personal experiences of teaching in foreign higher educational environments. A must read for researchers and academics in Higher Education.” Felix Maringe, Professor, University of the Witwatersrand, South Africa

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Sustainable English Language Teacher Development at Scale
Lessons from Bangladesh
Edited by Jan Byros, The Open University, UK, Tom Power, The Open University, UK & Robert McCormick, The Open University, UK
A thorough and comprehensive review of the lessons learnt from the award-winning 'English in Action' English language teacher development programme, which ran in government primary and secondary schools across Bangladesh from 2008 to 2017. Over the course of nine years the Programme involved 51,000 teachers and 20 million school students, demonstrably raising standards of teachers' classroom practice and students' English language attainment. It is essential reading for all those involved in the practice and academic study of English language teaching, teacher development and educational projects in low-to-middle-income countries (LMICs).

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Contemporary Second Language Assessment
Contemporary Applied Linguistics Volume 4
Edited by Jayanti Veronique Banerjee, University of Michigan, USA & Dina Tsagari, University of Cyprus
This volume includes chapters on key aspects of second language assessment such as diagnosis, exam design, marking and examiner training, and the growing range of public policy, social and ethical issues. The chapters present new research or perspectives on traditional concerns such as test quality, the testing of different language skills; the needs of different groups of examinees, including young learners and those with learning and other disabilities and language certification for professional advancement.

UK February 2019 • US February 2019 • 328 pages
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Series: Contemporary Applied Linguistics • Bloomsbury Academic

Task-Based Language Learning in a Real-World Digital Environment
The European Digital Kitchen
Edited by Paul Seedhouse, Newcastle University, UK
How can you use the latest digital technology to create an environment in which people can learn European languages while performing a meaningful real-world task and experiencing the cultural aspect of learning to cook European dishes? This book explains how to do this from A to Z, covering how a real-world, immersive digital environment for language learning was designed and built, as well as showing the learning experiences of users in five European countries.

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On Writtenness
The Cultural Politics of Academic Writing
Joan Turner, Goldsmiths, University of London, UK
This book develops the concept of 'writtenness' (historically-formed stylistic and aesthetic values within writing) to highlight the demands, taken-for-granted ideals, institutional frictions, and changing circumstances of academic writing in English in the contemporary international university. Of particular interest to academics and postgraduates in TESOL, applied linguistics, rhetoric and composition, English as a Lingua Franca studies, and the sociolinguistics of writing, as well as to EAP practitioners, this book is among the first to theoretically consider the implications for the cultural homogeneity of the written word.

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More Wordcrime
Solving Crime With Linguistics
John Olsson, Nebraska Wesleyan University, USA

Working on cases that range from accusations of genocide to domestic disputes gone bad, Olsson turns the same tools to the task: the power, depth and precision of forensic linguistics. Grammatical curiosities, lexical quirks, typographic stylings and patterns of use can all give away even the most hard-bitten and careful of criminals. And Olsson doesn’t stop there. From the giveaway compound nouns of heavy-handed police statements to the startling similarities displayed in what should be individual office accounts, the police are given a run for their money too. Wordcrime is easy to commit, and hard to escape.

The Bloomsbury Companion to M. A. K. Halliday
Edited by Jonathan J. Webster, City University of Hong Kong, Hong Kong

Michael Alexander Kirkwood Halliday (1925-2018) was an iconic figure in the field of linguistics and the pioneer responsible for the development of systemic functional linguistics (SFL). This book provides readers with an authoritative overview of his career, most important theoretical findings and how his work influenced the development of linguistics. This paperback edition features a new chapter exploring verbal art and verbal science and the metaphor-making-potential available in language.

Applying Systemic Functional Linguistics
The State of the Art in China Today
Edited by Jonathan J. Webster, City University of Hong Kong, Hong Kong & Xuanwei Peng, Guangdong University of Foreign Studies, China

Applying Systemic Functional Linguistics showcases new work from leading scholars in China, as well as offering perspectives on this work from leading scholars in SFL outside China, including M.A.K. Halliday, Ruqiya Hasan, Jim Martin, and Christian Matthiessen. The range of topics covers graphology/phonology, lexic, group and clause, clause complex, text, typology, semiotics, multimodality, stylistics, translation, and teaching. The book introduces the latest research into language and multimodal discourse being undertaken by scholars in China today.

Research Methods in Linguistics
Second Edition
Edited by Lia Litosselli, City University of London, UK

Covering topics such as developing research questions, corpus analysis and quantitative, qualitative and combined methods and designs, this book guides you through all the main issues, techniques and approaches to developing your research. Providing clear introductions to key concepts and discussions, it takes you step-by-step through topics like how to conduct your own focus groups and interviews, how to build case studies and how to make sense of your data. Guiding you towards the research methods most appropriate to your work, and explaining them in detail, this is the only book you need in linguistic research methods.

Identity in Applied Linguistics Research
Lisa McEntee-Atalians, Birkbeck, University of London, UK

Providing a review of historical and contemporary work on identity and how it is configured by spoken and written language, this book looks at different levels and groupings of investigation. Considering different methodological and analytic approaches, it covers areas such as linguistic anthropological, sociolinguistic, social- psychological and sociocultural research. Surveying both traditional and more contemporary areas of research interest, it highlights the theoretical and practical implications of studying identity from various perspectives and disciplinary approaches.

Multi-dimensional Analysis
Research Methods and Current Issues
Edited by Tony Barber, Sardinha, Sao Paulo Catholic University, Brazil & Marcia Vieirao Pinto, Sao Paulo Catholic University, Brazil

The book provides a guide to the statistical methods in multi-dimensional analysis (MDA) and its key elements. It looks at register, corpus building, tagging and tools. Covering the genesis, raison d’etre and history of multi-dimensional analysis from Douglas Biber’s work onwards, this book is a comprehensive approach to corpus design and annotation and an exploration of both the quantitative and qualitative approaches to multi-dimensional analysis.
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Bridging Discourses in the ESL Classroom

Students, Teachers and Researchers
Pauline Gibbons, University of New South Wales, Australia

Examining the interactions between students learning in and through English as a second language and their teachers, this book identifies the patterns of discourse which support and enable both second language development and the learning of curriculum knowledge. Putting forward an innovative theory of classroom discourse analysis, this classic text focuses on applying theory to practice and is an invaluable resource for all teachers, researchers and students of linguistics and education.

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Language in the Media

Representations, Identities, Ideologies
Edited by Sally Johnson, University of Leeds, UK & Astrid Ensslin, University of Alberta, Canada

Tackling the big issues of identity, gender, youth, citizenship, politics and ideology across a range of mediums including television, radio, newspapers, magazines and the internet, Language in the Media brings together an international team of experts to examine how the media gives language distinctive forms and values. This classic is an essential text for students and researchers of sociolinguistics or language and communication, offering insight and critical analysis into the key issues surrounding the relationship between language, the media and its audience.

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Metadiscourse

Exploring Interaction in Writing
Ken Hyland, University of Hong Kong, Hong Kong

First released in 2005, Ken Hyland's Metadiscourse has become a canonical account of how language is used in written communication. Providing an accessible introduction to metadiscourse, discussing its role and importance in written communication and reviewing thinking on the topic, this book explores examples of metadiscourse in a range of texts from business, academic, journalistic, and student writing. Offering a new theory of metadiscourse and showing its relevance to students, academics and language teachers, this reissue features a new, framing foreword by Professor Ken Hyland.

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News Discourse

Monika Bednarek, University of Sydney, Australia & Helen Caple, University of New South Wales, Australia

Now reissued, this canonical book explores the role of language and images in newspaper, radio, online and television news. Introducing useful frameworks for analysing language, image and the interaction between the two, this book powerfully illustrates how events are retold in the news and made ‘newsworthily’ through both language and image. This clearly written and accessible introduction to news discourse is essential reading for students, lecturers and researchers in linguistics, media and journalism studies and semiotics.

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Searchable Talk

Hashtags and Social Media Metadiscourse
Michele Zappavigna, University of Sydney, Australia

Social metadata, such as the hashtag, is an important dimension of social media communication, and is closely associated with practices such as curating, tagging, and searching content. This book considers how metadata has progressed from an information-locating resource to an interpersonal resource for coordinating social relationships. It adopts a social semiotic perspective to investigate the communicative functions of this type of metadata, and is essential reading for researchers as well as undergraduates studying social media on any academic course.

UK May 2018 • US May 2018 • 264 pages • 20 tables, 10 figures, and 10 photographs
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Corpus Linguistics and 17th-Century Prostitution
Computational Linguistics and History
Anthony McEnery, University of Lancaster, UK & Helen Baker, University of Lancaster, UK
Focus on the topic of prostitution in 17th-century England, this book shows how corpus methods can assist in social research, and can be used to deepen our understanding and comprehension both of language and of the past. McEnery and Baker draw principally on the one billion words of English from the 17th century contained in the Early English Books Online Corpus. Using this they explore questions which lie at the heart of investigating language in the past such as ‘which words do we look up?’, ‘what do words mean?’ and ‘how does meaning change?’.

Mixed Metaphors
Their Use and Abuse
Karen Sullivan, University of Queensland, Australia
Analysing over 100 metaphors from politicians, sportspeople, writers, and other public figures to examine the positive or negative reactions they have elicted, Mixed Metaphors is a lively introduction to metaphor as a cognitive phenomenon. Using Conceptual Metaphor Theory to emphasise that metaphors are primarily ways of thinking, not speaking, Karen Sullivan argues that, since we are often unaware of our metaphors, we can easily combine them in ways that fail to make sense. Once we understand how metaphoric ideas are put together, however, we can better appreciate the different ways that metaphors can be mixed.

European Identities in Discourse
A Transnational Citizens’ Perspective
Franco Zappettini, University of Genoa, Italy
Offering a detailed example of multilevel linguistic analysis through the application of the discourse historical approach (DHA), this book provides a novel outlook on the construction of European identities using critical discourse analysis. Approaching the analysis of European identities from underexplored bottom-up (participant-led) and transnational perspectives this book highlights how transnational narratives of solidarity and the de-territorialisation of civic participation can impact the (re)imaginations of the European community.

The Prosody of Formulaic Sequences
A Corpus and Discourse Approach
Phoebe Lin, Hong Kong Polytechnic University, Hong Kong
Phoebe Lin offers a new perspective on formulaic language, arguing that while past research often treats formulaic language as a lexical phenomenon, the phonological aspect of it is a more fundamental facet. Drawing its conclusions from three original, empirical studies of spoken formulaic language, assessing intonation unit boundaries as well as features such as tempo and stress placement, this book not only deepens our understanding of the nature of formulaic language but has important implications for English Language Teaching and automatic speech synthesis.

Fire Metaphors
Discourses of Awe and Authority
Jonathan Charteris-Black, University of the West of England, UK
A detailed study of fire metaphors, this book provides a deep understanding of the purposeful work of metaphor in discourse. It analyses how and why fire metaphors are used in discourses of awe (mythology and religion) and authority (political speeches and media reports). It explores the conceptual basis of fire metaphors in religious texts and in political texts, as well as in the English language in general. Ultimately the book arrives at an understanding of the rhetorical work that metaphor accomplishes in communicating worldviews.

Facebook and Conversation Analysis
The Structure and Organization of Comment Threads
Matteo Farina, University of South Australia, Australia
This book investigates the structure and organization of comment threads on Facebook using applied conversation analysis methods, demonstrating that they have a meaningful organization. Matteo Farina provides clear and important insights into the organization of this type of social interaction. With findings based on a corpus of 213 comment threads and over 1,200 comments exchanged by 266 contributors, this book makes an important contribution to our understanding of the way people communicate on Facebook.

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Music as Multimodal Discourse

Semiotics, Power and Protest
Edited by Lyndon C. S. Way, Liverpool Hope University, UK & Simon McKerrell, Newcastle University, UK

Music as Multimodal Discourse: Semiotics, Power and Protest considers musical sound as multimodal communication, examining the interacting meaning potential of sonic aspects such as rhythm, instrumentation, pitch, tonality, melody and their interrelationships with text, image and other modes. This draws upon and extends the conceptual territory occupied by social semiotics. In so doing, this book brings together research from scholars to explore questions around how we communicate through musical discourse.

Peirce’s Twenty-Eight Classes of Signs and the Philosophy of Representation

Rhetoric, Interpretation and Hexadic Semiosis
Tony Jappy, University of Perpignan Via Domitia, France

Surveying the stages in Peirce’s break with this Philosophy of Representation from its beginnings in the mid-1800s to his final statements on signs between 1903 and 111, this book draws out the essential theoretical differences between the earlier and later sign systems. This book is the first to exploit the untapped potential of the later six-element systems, offering an innovative and valuable reinterpretation of Peirce’s thinking on signs and representation.

The Semiotics of X

Chiasmus, Cognition, and Extreme Body Memory
Jamin Pelkey, Ryerson University, Canada

The X figure is ubiquitous in contemporary culture, but attempts to explain our fixation with X are rare. This book argues that the origins and meanings of X go far beyond alphabets and archetypes to remembered feelings of body movements, best typified in the performance of “spread-eagle” as a posture or gesture. The argument is accomplished using a blend of insights from linguistic anthropology, cognitive linguistics, rhetoric culture, and process semiotics to bring together revealing clues from languages, cultures, and thinkers around the world.

The Languages of Humor

Verbal, Visual, and Physical Humor
Edited by Arie Sover, The Open University of Israel, Israel

Featuring expert authors drawn from across the globe, this book discusses three different but complementary areas of humor. Covering all three forms in one book is unique, and creates an opportunity to move from one type to another in an attempt to decipher not only the language of each type, but also their common foundation for better understanding the language of humor. This is a unique research-led book that offers a top-down analysis of humor studies.

The Social Semiotics of Tattoos

Skin and Self
Chris William Martin, Algonquin College, Ottawa, Canada

Why do people put indelible marks on their bodies in a era characterized by constant cultural change? How do tattoos as semiotic resources convey meaning? The Social Semiotics of Tattoos is a multimodal account of tattoos and tattooing, examining meaning-making in the visual, written and spoken realms, and other elements involved in the practice of tattooing the skin. Based on an ethnographic study of a tattoo studio as well as in-depth interviews, this book gives answers to important questions regarding embodied semiotic practices.

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Understanding Media Semiotics
Marcel Danesi, University of Toronto, Canada
Brought fully up to date, this new edition of Understanding Media Semiotics is written for students of the media, of linguistics and of those interested in studying the ever-changing media in more detail. Offering an in-depth guide to help students investigate and understand the media using semiotic theory, this book assumes little previous knowledge of semiotics or linguistics, explaining the issues step by step. With in-depth case studies, practical accounts and directed further reading, this book provides students with all the tools they need to understand semiotic analysis in the context of the media.

UK November 2018 • US November 2018 • 352 pages
PB 9781350064164 • £28.99 / $39.95 • HB 9781350064171 • £90.00 / $122.00
Individual eBook 9781350064188
Library eBook 9781350064195
Bloomsbury Academic

The Meaning of the Circus
The Communicative Experience of Cult, Art, and Awe
Paul Bouissac, University of Toronto, Canada
The Meaning of the Circus is grounded on the personal experience of the Professor Paul Bouissac as both a circus entrepreneur and a researcher, with decades of primary material on the significance of past and contemporary circus acts. It is based on substantial accounts provided by many men and women who have agreed to share the challenges, joys, and anxieties of their life as artists. Personal and rigorous, it contributes to the hermeneutics of the circus arts by adding existential depth to the production and reception of their performances.

UK August 2018 • US August 2018 • 224 pages
PB 9781350044135 • £14.00 / $22.00
Individual eBook 9781350044142
Library eBook 9781350044159
Bloomsbury Academic

Durkheim and the Internet
On Sociolinguistics and the Sociological Imagination
Jan Blommaert, University of Tilburg, The Netherlands
Sociolinguistic evidence is an undervalued resource for social theory, and in this book, Jan Blommaert uses contemporary sociolinguistic insights to develop another sociological imagination. Taking Durkheim as the point of departure, he first demonstrates how the facts of language and social interaction can be used as conclusive refutations of individualistic theories of society such as 'Rational Choice'. Next, he engages with theorizing the post-Durkheimian social world in which we currently live.

UK July 2018 • US July 2018 • 136 pages
PB 9781350055186 • £14.99 / $20.95 • HB 9781350055193 • £45.00 / $60.00
Individual eBook 9781350055209
Library eBook 9781350055216
Bloomsbury Academic

Becoming a Citizen
Linguistic Trials and Negotiations in the UK
Kamran Khan, University of Leicester, UK
This book empirically investigates how the naturalisation process is experienced with an explicit focus on language practices. Focussing on the experiences of a Yemeni immigrant in the United Kingdom during the last eleven months of the citizenship process, this book provides a nuanced portrayal of the complexities of becoming a citizen. Drawing upon a wide range of theorists, from philosophy, psychology and linguistics, this book offers a detailed analysis of the process of becoming a citizen and makes a welcome contribution to the area of citizenship in language testing, sociolinguistics, sociolinguistics and ethnic relations.

UK January 2019 • US January 2019 • 160 pages
PB 9781350038817 • £14.00 / $22.00
Individual eBook 9781350038824
Library eBook 9781350038831
Series: Advances in Sociolinguistics • Bloomsbury Academic
Cognitive Grammar in Stylistics
A Practical Guide
Marcello Giovannelli, Aston University, UK & Chloe Harrison, Coventry University, UK
Provides an engaging, accessible and practically-focused introduction to cognitive grammar outlining how central principles of the field can be used in stylistic analyses. Assuming no prior knowledge, this book leads students through the basics of cognitive grammar, outlining its place within the field of cognitive linguistics as a whole, providing clear explanations of key principles and concepts, and explaining how these can be used to support the study of a range of literary and non-literary texts.

UK September 2018 • US September 2018 • 208 pages
PB 9781474278929 • £24.99 / €33.95 • HB 9781474278926 • £75.00 / $102.00
Individual eBook 9781474295923
Library eBook 9781474295923
Bloomsbury Academic

The Bloomsbury Companion to Stylistics
Edited by Violeta Sofi rova, University of Nottingham, UK
This Bloomsbury Companion provides an overview of stylistics with a detailed outline of the scope and history of the discipline, as well as its key areas of research. The broad interdisciplinary scope of stylistics is reflected in the wide array of approaches taken to the linguistic study of texts drawing on traditions from linguistics, literary theory, literary criticism, critical theory and narratology, and in the diverse group of internationally recognised contributors.

UK August 2018 • US August 2018 • 744 pages
PB 9781350079443 • £36.99 / $49.95
Previously published in HB 9781441160068
Individual eBook 9781441143539
Library eBook 9781441143004
Series: Bloomsbury Companions • Bloomsbury Academic

Advances in Stylistics
Series Editors: Dan McIntyre, University of Huddersfield, UK & Louise Nuttall, University of Huddersfield, UK
Forgoing traditional boundaries to cover the study of both literary and non-literary texts, the books in this series address topics including stylistic theory, discourse analysis, language and cognition, literary genre, and corpus and pedagogical stylistics to explain how we interpret texts in the way that we do.

World Building
Discourse in the Mind
Edited by Joanna Gavins, University of Sheffield, UK & Ernestine Lahey, University College Roosevelt, The Netherlands
World Building represents the state-of-the-discipline in worlds-based approaches to discourse, collected together for the first time. Over the last 40 years the ‘text-as-world’ metaphor has become one of the most prevalent and productive means of describing the experiencing of producing and receiving discourse, in a range of disciplines, including stylistics, cognitive poetics, narratology, discourse analysis and literary theory. This book is an essential collection for stylisticians, linguists and narrative theorists.

UK February 2018 • US February 2018 • 312 pages
PB 9781350056060 • £28.99 / $39.95
Previously published in HB 9781474256637
Individual eBook 9781474256651
Library eBook 9781474278654
Series: Advances in Stylistics • Bloomsbury Academic

Telecinematic Stylistics
Edited by Christian Hoffmann, University of Augsburg, Germany & Monika Kinter-Ludwig, University of Albany, New York, USA
This volume shows how pragmatic themes and methods are adapted and applied to films. This includes speech acts, (im)politeness, implicature and context. Showing how pragmatic tropes and methods are applied and purposefully adapted to filmic media, focusing on word, movement and gesture, this book presents current developments from the field from two complementary perspectives, looking stylistically at the discourse in film and the discourse of and around film. The study of discourse in film and television has become one of the most promising research avenues in stylistics and pragmatics and this book closes a long-standing gap by combining approaches.

UK November 2019 • US November 2019 • 352 pages
HB 9781350043858 • £95.00 / $128.00
Individual eBook 9781350042865
Library eBook 9781350042872
Series: Advances in Stylistics • Bloomsbury Academic

World Building in Spanish and English Spoken Narratives
Jane Lugea, University of Huddersfield, UK
This work adapts Text World Theory for the analysis of Spanish discourse, and in doing so suggests some improvements to the way in which it deals with discourse, in particular with direct speech and conditional expressions. Furthermore, it applies Text World Theory in a novel way, searching not for style in language, but for the style of a language. This book pushes the boundaries of stylistics in new directions, broadening the focus from monolingual texts to languages at large.

UK December 2017 • US December 2017 • 240 pages
PB 9781350056053 • £28.99 / $39.95
Previously published in HB 9781474232492
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Series: Advances in Stylistics • Bloomsbury Academic

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Contemporary Linguistic Parameters

Edited by Antonio Fabregas, University of Tromsø, Norway, Jaume Mateu, Autonomous University of Barcelona, Spain & Michael Putnam, Penn State University, USA

Parameters have lain at the core of linguistic research in the generative tradition for decades. The theoretical questions they have raised are deep and broad: this reference text investigates how contemporary linguistics has best tried to answer them. It looks at how parameters might be properly defined and what their locus might be: lexical information, functional heads, the computational system, the phonological branch of the grammar. What kind of data forms trigger acquisition of a parameter? Are parameters necessary or can we study languages without making reference to them, for instance, substituting them with rules?

UK February 2019 • US February 2019 • 448 pages
PB 9781350058216 • £27.99 / $39.95
Previously published in HB 9781472533937
Individual eBook 9781472532718
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Series: Contemporary Studies in Linguistics • Bloomsbury Academic

Crossing Linguistic Boundaries
Systemic, Synchronic and Diachronic Variation in English

Edited by Paloma Núñez-Portejo, University of Santiago de Compostela, Spain, María José López-Couso, University of Santiago de Compostela, Spain, Belén Méndez-Naya, University of Santiago de Compostela, Spain & Javier Pérez-Guerra, University of Vigo, Spain

Bringing together leading international scholars in English linguistics, this volume investigates issues including the specific relations between segmental and suprasegmental phonology and phonetics to other realms of English linguistics, the grammar/semantics interface and correlation issues between syntax and verbal mood.

UK February 2019 • US February 2019 • 256 pages
HB 9781350053864 • £55.00 / $128.00
Individual eBook 9781350053871
Library eBook 9781350053864
Bloomsbury Academic

Codeswitching in Igbo-English Bilingualism
A Matrix Language Frame Account
Kelechukwu Ihemere, University of Westminster, UK

This book explores the syntax of bilingual codeswitching between the Benue-Congo African language of Igbo and English. Within the framework of Myers-Scotton’s highly influential Matrix Language Frame (MLF) model, Ihemere explores the notion of asymmetry in Igbo-English codeswitching, arguing that the two languages do not contribute equally in the creation of mixed utterances. In the abstract interaction between the two grammars, the Matrix language is more activated than the Embedded language.

UK April 2018 • US April 2018 • 256 pages
PB 9781350066557 • £28.99 / $39.95
Previously published in HB 9781472478140
Individual eBook 9781472478157
Library eBook 9781472478164
Bloomsbury Academic

The Language of Touch
Philosophical Examinations in Linguistics and Haptic Studies

Edited by Mirt Komel, University of Ljubljana, Slovenia

Offering an in-depth analysis of the relationship between touch and language through the history of philosophy, this book revitalizes the field of haptic studies and provides new insights in the philosophy of language. Drawing together an international team of linguists, anthropologists and philosophers, this book demonstrates from a variety of disciplinary perspectives that the experience of touch is inextricable from the structure of language. Examining figures such as Nancy, Derrida and Lacan, The Language of Touch questions both how language structures touch and how touch structures language.

UK January 2019 • US January 2019 • 208 pages
HB 9781350059269 • £95.00 / $128.00
Individual eBook 9781350059283
Library eBook 9781350059276
Bloomsbury Academic

Vague Language, Elasticity Theory and the Use of ‘Some’
A Comparative Study of L1 and L2 Speakers in Educational Settings
Grace Qiao Zhang, Curtin University, Australia & Nhu Nguyen Le, Curtin University, Australia

This book is one of the first comprehensive and pragmatic studies of how the word ‘some’ works in English. It highlights the elastic nature of ‘some’, which underpins the ways the word is able to perform a wide range of pragmatic functions. The book is formed around three sets of naturally-occurring classroom data: L1 speakers of American English, Chinese-speaking learners of English, and Vietnamese-speaking learners of English. The data analysis adopts a modern, mixed methods approach, combining both quantitative and qualitative analyses.

UK June 2018 • US June 2018 • 216 pages • b&w, 39 tables, 8 figures.
HB 9781350026290 • £55.00 / $128.00
Individual eBook 9781350026160
Library eBook 9781350026066
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